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AUTHOR Sheridan, E. Marcia, Ed.
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ABSTRACT

Textbooks currently in use in South Bend School Corporation were examined in order to determine the extent to which traditional role stereotypes were being portrayed. This report contains evaluations of curriculum materials in reading, spelling, mathematics, art, writing, social studies, and literature. The "Holt Basic Reading Systems," the most widely used series in the corporation, show males predominant approximately three times more often than females. Holt's secondary math texts show roughly 75 percent of problems being handled by males. Silver Burdett's spelling texts have twice as many masculine pronouns as feminine pronouns, and their social studies series show males in adult roles and occupations three times as often as females. Recommendations is made to raise public awareness of the existence of sexism and to bring pressure on publishers to provide more realistic representation of females. (Author/JM)

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REPORT
OF THE
EDUCATION COMMITTEE
OF THE
SOUTH BEND MAYOR'S COMMISSION
ON THE
STATUS OF WOMEN
1975

E. Marcia Sheridan, Editor
Assistant Professor
Indiana University at South Bend

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Last year one of my duties as Chairperson of the Education Committee of the South Bend Mayor's Commission on the Status of Women was to form a subcommittee to investigate the textbooks currently in use in the South Bend School Corporation. The people involved in this subcommittee were students enrolled in my course on "Sexism in Education" at Indiana University at South Bend.

The information regarding textbooks in this report is drawn from the work of the people involved in the analysis of the school books on this subcommittee.

No doubt the most widely used textbook series in the corporation is the reading series published by Holt, Rinehart, and Winston. This series is used by virtually every elementary school teacher in the system to teach children how to read. Textbooks not only teach skills, they convey an image of the world to the children who read them. With this in mind, the image of males and females portrayed in the readers is a distortion of reality as most of us know it.

In Levels 3 to 15 of this series, there are a total of 161 stories which had males as the main character, versus 49 stories with female main characters. There were 1,280 illustrations which had males dominant in the picture, compared to 384 showing females as the dominant character in the picture. There were more than three times as many adult roles and occupations shown for males as females.

A number of blatantly derogatory statements were found which

discriminated against females. Some examples follow:

"We are willing to share our great thoughts with mankind. However, most of you happen to be girls, which is different." (Level 14, pg. 45)

"The Pest (a little girl so called by her brother) was taking charge because cooking was a girl's job, although she often complained to her parents because they had not made her a boy." (Level 13, pg. 27)

When an adult female appears in a reader it is usually at the lower grade levels, and she is usually a mother engaged in cooking. Adult women and little girls in our society engage in many activities outside of the domestic realm. We work, we play, and we are capable of having thoughts worthy of sharing with "mankind". The problem persists when we examine books in other areas.

No doubt one might ask, "how could a spelling book discriminate against women?" But from the analysis of Spell Correctly, published by the Silver Burdett Company, the pattern of limited roles and fewer stories about females prevail. In the six levels of these books, there were 355 pictures showing males as the dominant character, with only 109 pictures of females as the main character of the picture. Males were shown engaged in active work 166 times, with females shown only 36 times engaged in active work. When girls are shown doing things, their activities include such "rousing" things as talking, walking, knitting, pushing baby carriages, and writing

thank-you notes. The overwhelmingly favorite role for adult women is that of "mother". Close favorites on the primary level are "witch" and "queen". Women are rarely shown as decision makers or leaders. Often they even lack common sense.

Females in this series are generally concerned with the home, social amenities, and their appearance. They are also allowed to express emotions. We seldom see males express any emotions except for anger or fear of personal failure.

The situation is so dismal that when male and female pronouns were counted in the spellers for fourth, fifth, and sixth grade, there were more than twice as many male pronouns as female pronouns.

How could a speller be sexist? Easy, just take a look and see for yourself.

In an examination of Houghton Mifflin primary grade mathematics texts, males were found to predominate in both animal and human form. The ratio for kindergarten and grade 2 was 3 to 1, with a higher ratio, 4 to 1, in grade 1.

In an analysis done on three grade levels of the current adoption for teaching art, the pictures are not by female artists. Females are portrayed as nuturant and domestic, with males as athletic, active and strong. There is little and even no recognition given to famous women artists in these textbooks. (Our Expanding Vision, grades 3, 4, 6). The illustrations in the books show only men as art teachers and successful artists. The overall impression one receives from these

books is that a woman artist is definitely an exception.

Handwriting may be one of the more innocuous subjects taught in the public schools, but the textbooks used in South Bend and published by the Palmer Co. perpetuate the picture of traditional sex role stereotyping. In the books for grades one through six, 192 illustrations showed males in a dominant role, with females shown as dominant in only 98 pictures. There were only three roles shown for adult females: mother, nurse, and teacher.

Because of the nature of social studies as a subject, one might hope for a more accurate picture of society from textbooks in this area. However in analyzing the Silver-Burdette Series for grades one through six, such expectations are not met. Illustrations showing males only or males dominant prevail three times more often than pictures of women. This series does have a greater proportion of minority groups than other materials, no doubt due to the fact that the books deal with people of other nations. However, most minority group members are shown in low status or primitive conditions. Even among minority groups, the illustrations show almost three times more males than females. Almost four times as many roles are shown for males of all ethnic groups than for females.

Traditional stereotypes are the norm for this series, even cross-culturally.

At the high school level four literature texts published by Scott Foresman Co. were examined for sexism and sex role stereotyping.

In the ninth grade book, Outlooks Through Literature, there were four times as many illustrations of males as females. Males dominated as main characters in five times as many stories as females.

In the tenth grade book, Exploring Life Through Literature, of 55 illustrations, 54 were of males or male dominant. While 88 of the authors of stories in this book were males, only 15 were female.

Two books were examined at the eleventh grade level. The first, Accent, is designed for the average student. In Accent females appeared as the main character in a story only 4 times. That women are of an inferior social status is an accepted fact throughout the book. There are nine times more illustrations of men than women, and six times more stories written by male writers.

The situation is basically the same in the college preparatory book, The United States in Literature. This book presents a general historical view of American literature. One of the problems to be dealt with in surveying American literature is that many of our historical pieces are in themselves sexist in language or theme. Unquestionably there needs to be reexamination of the absence of literary works by women in textbooks since such literature definitely exists. Stories with women as main characters, and biographies of women need to be included in future literature volumes.

Two high school mathematics textbooks published by Holt, Rinehart, and Winston were examined. These books are general mathematics texts dealing with problem solving. As in every other textbook studied,

there were many more roles and activities available for males than for females. Again, females are preoccupied with clothes and the home. Women are rarely pictured as driving a car or engaging in physical activity. In Book I of this series, 80% of the story problems involved males only, with the remaining 20% involving only females. Story problems related to making money and working showed men engaged in these activities four times as often as women.

In Book II the picture gets even worse since 85% of the story problems show males only, and eight times as many story problems show men in money or work related situations as females.

What this study of the textbooks used by our schools suggests is that males are viewed as more important, more interesting, more involved, more active, and more intelligent than females. Women, for the most part, are still chained to the kitchen, whether by choice or fate.

What makes this picture so serious is that children are likely to accept this portrayal of sex roles as immutable. Not only are sex roles culturally determined, but they are in the process of changing as well. While it may not be possible for publishers to portray all of the diverse roles that people play in our society, it should certainly be possible to depict human beings in other than merely traditional roles.

The problem is two-fold. First there needs to be an awareness among educators and the general public that such limited sex role

stereotyping is damaging to all children, not just females. We see little in the books which allow for sensitivity, emotions, or nurturing shown by men or boys. The second phase of the problem comes in putting pressure on those who are in the position of selecting books for our schools, to choose books which show males and females as human beings who are realizing their full human potential, and who are not limited by socially imposed roles which hinder them from realizing who they really are.

Evaluation of

Holt, Rinehart, and Winston

Reading Series

Levels 1-15

1973

Anonymous

Subject Area: Reading

-SUMMARY-

We generally found the readers in the Holt, Rinehart, and Winston, Inc. to have many more stories and pictures dealing with males than with females. In the lower levels, few stories showed the mothers outside the home. Mothers were shown wearing aprons, carrying wooden spoons, or having something to do with cooking. Girls were shown playing with cats, or reading books; while boys were shown playing with dogs, or engaging in active play. In the upper levels, however, the few women that were shown, were shown in roles outside the home.

The stories in each level appeared to be related to one another. There were many stories in the upper levels that were neither male nor female dominated. These were factual stories involving various topics. Many times they were excerpts from encyclopedias. In level fifteen, there were also several science fiction stories. The only story involving sports was found in level fifteen, which showed a female coaching a boys' Little League team.

Two positive aspects of this series are worth mentioning: 1) boys were allowed to show emotion several times, and 2) minority groups were represented well, especially in the upper levels.

In conclusion, we felt this reading series showed females in a better way than other series. However, we felt the series could be improved by having more stories with females as the major character.

-LEVEL	MAIN CHARACTER -MALE-	MAIN CHARACTER -FEMALE-	ILLUSTRATIONS MALE DOMINANCE	10. ILLUSTRATIONS FEMALE DOMINANCE
3	2	1	24	9
4	4	1	39	11
5	4	2	29	19
6	7	1	42	7
7	9	2	75	24
8	9	7	99	32
9	11	4	128	38
10	15	4	127	27
11	18	10	180	72
12	18	5	138	52
13	24	7	147	53
14	20	4	127	27
15	20	1	125	13

THEMES OF THE STORIES

THEMES	MALE	FEMALE	BOTH
Active Play	5	0	2
Using Initiative	14	4	0
Independent	17	4	3
Solving Problems	25	8	3
Earning Money	1	0	0
Receiving Recognition	9	1	0
Inventive	13	2	1
Involved in Sports	1	0	0
Being Passive	8	3	1
Fearful	15	3	0
Helpless	4	1	0
Receiving Help	15	4	1
In Quiet Play	2	1	0
Having a Moral	10	1	0
Biographies	4	4	0
Miscellaneous	25	1	4

ADULT ROLES

LEVEL	MALES	FEMALES
3	Hardhat worker Hotdog seller	
4	Dentist	Housewife
5		
6	Doorman	
7	Policeman Wiseman Father Magician Hardhat worker	Housewife Clerk
8	Father	Mother Teacher
9	Farmer Hardhat worker Pianist Fireman King Policeman Store owner Giant Junkman Doctor Cobbler Mailman Wizard	Farmer's wife Witch Queen
10	Father Sailor King Newspaper reporter Policeman Mayor Park Builder	Mother Scientist
11	Chief of police Salesman Trumpet player Florist Soldier Trader King Sea captain Director of museum Contest judge Zoo keeper Shoemaker Tailor Trapper	Housewife Librarian Teacher

LEVEL	MALE	FEMALE
12	Father	Mother
	Spy	Queen
	Hermit	Teacher
	Glass worker	
	Caretaker	
	Hunter	
	Magician	
	Park master	
	Mayor	
	Factory worker	
	King	
	Shoemaker	
	Miner	
	Principal	
	Custodian	
13	Father	Mother
	Electrician	Teacher
	Prince	Grandmother
	Drummer	Aunt
	Bagpiper	Queen
	King	Maid
	Professor	
	Farmer	
	Fisherman	
	Weaver	
	Doctor	
	Sailor	
	Captain	
	Inventor	
	Uncle	
14	Restaurant owner	Librarian
	Operator of horse farm	Teacher
	Pearl diver	Author
	Professor	Mother
	Sea captain	Opera singer
	Police seargeant	Operator of a boarding house
	Author	
	Explorer	
	Father	
	Architect	
	Blacksmith	
	Cook	
	Farmer	
	Railroad engineer	
	Coachman	

LEVEL	MALE	FEMALE
15	Probation officer	Judge
	Owner of a rock shop	Welfare worker
	Astronaut	Astronaut
	Professor	Baseball coach
	Shopkeeper	
	Linguist	
	Fisherman	
	Farmer	
	Scientist	
	Engineer	
	Sailor	
	Diver	
	Musician	
	Teacher	
	Author	
	Archaeologist	

DISCRIMINATORY STATEMENTS

LEVEL	
8	"Boys make too much noise." pg. 19
10	"...and I have to be nice to a silly girl all day." pg. 46
	"...to start laughing and acting like a girl." pg. 50
	"...acting just like a girl-about to cry."
12	"Debbie and Sandy lived in the house on the corner, but they were only girls." pg. 96
	"Yes, but who ever heard of a girl Indian?" pg. 270
13	"Eight years old, she worshiped her big brother Alvin, and showed it. She was Alvin's slave and shadow, bothering him all the time. This is why he started calling her the Pest..." pg. 25
	"The pest was taking charge because cooking was a girl's job, although she often complained to her parents because they had not made her a boy." pg. 27
	"...Play with dolls like girls?" pg. 42
	"It was that silly Diane from his class. She was always screaming. Reggie couldn't stand her..." pg. 43
	"Sometimes she doesn't even act like a girl..." pg. 68
14	"Three secret agents walked in...the Pest (his little sister who always tagged along)..." pg. 135
	"We are willing to share our great thoughts with mankind. However, most of you happen to be girls, which is different." pg. 45

Evaluation of

Silver Burdett Curriculum Materials

Spell Correctly

Grades 1-6

1971

by Sara Hostrawser

Marjorie Riemenschneider

Subject Area: Spelling

	Grade One	Grade Two	Grade Three	Total
Male dominated	52	80	59	191
Female dominated	22	29	10	61
Minority Male	3	9	8	20
Minority Female	0	5	8	13
Sexist language	38/7	168/95	178/104	384/206
Nonsexist language	1	94	85	180
Helpless, emotional, dependent, fearful	0/0	1/2	3/1	4/3
Concern with appearance	0/0	2/1	0/0	2/1
Pretend roles	4/7	4/2	1/0	9/9
Tricky, mean, sneaky ridiculous	1/0	1/1	0/0	2/1
Domestic, passive, background roles	1/4	4/12	0/5	5/9
Female children smaller than male	0/0	2/4	1/2	2/6
Engaged in quiet play or work	6/3	8/6	8/3	22/12
Engaged in active play or work	2/37	6/27	4/28	12/62

Sexist Language		Nonsexist Language	
Grade 1			
man, men, boy	7	they	1
he, him	13		
his	3		
a man's name	12		
Mother	2		
a woman's name	4		
queen	1		
Grade 2			
man, men	19	we, us	56
him	13	their, they, them	20
he	35		
his	26	our	5
boy	15	children	6
father, brother	24	people	5
a man's name	36	one	2
mother, sister	17		
girl	17		
she, her	27		
witch	1		
a woman's name	33		
Grade 3			
he, him	52	person, people	23
his	32	they, them	11
father, brother	4	we, us	39
man, boy	20	children	7
Mr.	7	someone	1
a man's name	7	our	3
prince, policeman, cowboy, weatherman, sailors	10	twins	1

Sexist Language

Grade 2

woman, lady	9
girl	13
sister, mother daughter	8
Miss, Mrs.	12
a woman's name	27
witch, princess, squaw, Pilgrim lady	9

Occupations

Male	Female
Grade 1	
doctor, pilot, juggler, store soldier, policeman, cook, fireman, farmer, musician, sheriff, sailor, pretend roles-pirate, clown, king (3), Santa Claus	nurse (2), bride, mother (2) pretend roles - queen (4), fairy (2), witch (3)
Grade 2	
fireman, farmer, pilot, ticket salesman, taxi-cab driver, postman, astronaut, pretend roles - clown, elf, king (2)	mother (5) pretend roles - witch, fairy
Grade 3	
sailor, market owner, lumberjack, painter, ditch digger, astronaut, ice skater, logger, policeman, rodeo rider, woodcutters, weather-man pretend roles - superman	mother, nurse, ballerina

*Numbers in parenthesis indicate number of times occupation was shown.

Comments

Grade 1

The first two pages of the book picture a large illustration of people engaging in various activities at a park. The following lists those activities:

Men and boys-

two men in business suits talking as they walk through the park
two men in business suits carrying briefcases as they walk
man raking leaves
three boys playing baseball
coach supervising boy's game
boy riding bike
boy feeding squirrel
boy reading book
man selling food
boy throwing water on girl (she smiles happily)
boy throwing ball
boy standing on swing while swinging
two boys playing marbles
boy getting drink of water from fountain

Women and girls-

woman feeding birds
woman pushing baby carriage
girl sitting on swing while swinging
girl sitting in water
two girls talking
two women talking (one is holding child on her lap)
women and young girl walking through park
two women talking while sitting on park bench (one is knitting)

One couple is having a picnic.

Men and boys clearly dominate the picture doing active work and play. The girls and women are much more passive and their time is taken with quieter activities.

Throughout the book, the boys show more aggressive behavior even in the quiet play and work. The boy's quiet play consists of wishing for skates, a drum, a sled, and a top, eating an ice

cream cone, fishing, and writing spelling words. A girl's quiet play consists of a dog taking a nap on a woman's lap, smelling a rose and writing a note.

Grade 2

There are several interesting quotes in this book. The first pictures a daughter and son playing a game with father while mother stands with an apron on and her hands folded behind her back.

> After meals are over,
> My brother and I
> Like to play with Father,
> While Mother stands by. (page 92)

This is typical of the role mother plays in the home. She is capable of making dinner, but not of playing games with the children. That is left to father who is considered to be more fun to be with than mother.

The second quote is accompanied by a picture showing children lining up to come in from recess at a school playground.

> The third girl in line
> Has dirt on her skirt
> Were the games too rough?
> Were some children hurt? (page 89)

This little verse brings a lot of images to mind. Because the girl has dirt on her dress, we can assume that the games were too rough and some of the children are hurt. The same feeling of concern for appearance is not shown for boys. They are expected to engage in rough play and are not expected to complain if they are hurt.

In this book, women are shown in passive and domestic roles such as, playing with dolls, smelling roses, rocking in a rocking chair, and cooking. Mothers were the only occupation shown for women other than the pretend roles which included witches and fairies.

Quiet play for males included reading, fishing, and dreaming about becoming an astronaut or wishing for trains, sleds and baseball mitts. Quiet play for girls included wishing for a puppy in the pet shop window, feeding birds, and cautiously feeding a carrot to a rabbit.

The boys were engaged in many forms of active play. They played with dogs, went sledding, launched a canoe, marched in a parade, and showed slides to the family.

Grade 3

There were several emotions depicted in this book. The emotion of anger was displayed by men and boys when they were tied up in traffic trying to reach a football game. A boy showed dismay when he hit a zero on the dart board game, and a boy showed fear when he was walking through a dark woods at night and heard a horrible screech.

A girl showed the emotion of sadness and depression. She is pictured in the book walking on the street with her head down and her eyes closed. She is feeling "blue" because her family has moved into a new neighborhood and she has so few friends. (page 102)

The contrasts in quiet play and work are again apparent. The boys' quiet play includes floating down a swift river on his homemade raft, thinking of adventures of trappers and swimmers, look at collected treasures, watching fish in an aquarium and pretending to be a pilot. A girl's quiet play includes writing thank-you notes for a gift.

A boy's active play includes carrying heavy books, raking leaves, weeding a garden, camping, shoveling snow, playing baseball, mowing grass, mountain climbing, and reflecting light from the sun while a group of children watch him. The girl's active play includes opening birthday packages. The boy's active play is much more diversified and interesting.

A picture of page 89 shows five men outside on the street with mother and little sister inside looking out of the window. Mother is holding a large cake and both mother and little girl are smiling. This clearly shows the domestic roles begins early. The little girl is not shown outside playing, but rather, inside tending to the household chores with her mother.

One final comment concerns a picture of a girl pulling her wagon. The wagon has a stuffed kitten in it. The quote that goes with the picture is:

> My cotton - stuffed kitten,
> With big button eyes,
> Was sitting in my wagon
> An won second prize. (page 83)

This verse sums up the feeling of sexism in these books. The girl was competing with boys, therefore, she could not have been given the first prize - she had to come in second. Second place is the obvious impression a child expects the girl to be in. She

has been shown as being second to the male in pictures and language throughout the first three books of the Silver Burdett series.

In the beginning of books 4, 5, and 6 men were shown to have developed and perfected language. None of the pictures or language shows women taking part in the process.

Women are generally shown in pictures and text as being mothers and teachers. The mothers do more household and care type jobs while fathers get to do interesting things with children.

The girls when taking part in active sport activities usually are limited to tennis, swimming or horseback riding. The pictures of boys and men show them taking part in many activities.

Book 4

Girls are expected to do less strenuous physical activities as is shown in this quote: "Karen's box was light, but Dale's was heavy." pg. 15

Women are not shown to be decision makers or leaders. Many times they are portrayed as lacking good sense as shown by these illustrations:

"I've made up my mind
---Or I kind of think that I might
Fly in an airplane right now
---Or tonight." pg. 30

"Mr. Welch wanted to visit Richmond School. He asked a lady for directions. Read what she told him. Why weren't her words helpful? Rewrite the directions, making them more specific.

"Go to a gas station. Turn down the street. When you come to a sign, turn left. Drive past the church. Soon you will come to the school." pg. 10

Men and boys are expected to be able to make decisions and give directions while the lady could not give directions to Mr. Welch when it was needed.

While many women work outside the home it is the husband's work and household duties that are emphasized. "The ladies agreed that their (husband's) work was important." pg. 104

The books do not show a similar male concern for the importance of a wife's work. In fact, mother even has to "secretly take time to watch several shows on television" as shown in this quote:

"Mother will try to (secretly take) time from her housework to watch several shows on television." pg. 107

Never is the male shown to have to watch television secretly. Housework and child care are shown to be the important role and duty in a woman's life.

Girl's are shown to be very concerned with appearance. A tear in a dress is something to cry about. Boys are not shown to cry over a tear in their clothes. In fact, boys are not shown to cry. Again this is a role assigned to females.

The following quote shows not only a concern with appearance but the idea a present can make everything right for a female:

"Joyce has tears in her eyes because of the tears in her dress. She will smile when her mother presents her with two big birthday presents." pg. 109

Book 6 had the fewest females. In fact, I could only find 25 examples of female names and pronouns in the main text of the book.

Females in Book 6 text

pg. 1	"...for English boys and girls..."
pg. 11	"The pilot, set for the flight Hostesses, so polite,..."
pg. 15	"...a boy, not a girl..."
pg. 16	"Which words name these female voices?"
pg. 34	"He told his sister's son..."
pg. 39	"Mother will furnish the bedroom next year."
pg. 47	"Karen was surprised by the (suddenness) of the storm."
pg. 48	"The women listened as my friend told which market sold berries."
pg. 50	"At playing tennis, she's a (menace)."
pg. 53	"Mike is (balancing) himself on a rope. Cathy (balanced) herself for 30 seconds."
pg. 62	"The doctor told Mother on the telephone that she might suffer from drinking coffee."
pg. 67	"I guess the two girls will just go across the village bridge."
pg. 73	"She will choose some shoes to wear on her vacation trip to the ocean."
pg. 75	"She ministered to the sick man's wants."
pg. 77	"She inserted the rolled map into the cylinder."
pg. 82	"John is marrying Joan."
pg. 85	"Alice has carried her groceries almost a mile."
pg. 99	"My dear Aunt is too busy to write and ask which color shoes I would like."
Pg. 101	"My sister plays the piano with (perfect)."
pg. 101	"Is Doris (progress) in her art class?"
pg. 104	"Does anyone know (whether) Aunt Clara will drive or fly?"
pg. 110	"Waitress is to waiter as aviatrix is to (aviator)."

Occupations Female	Occupations Male
Mother	Chef
Cook	Businessman
Teacher	Coal Miner
Fashion Designer	Captain
Nurse	Dentist
Airline Hostess	Artic Explorer
Soldier	Engineer
	Forest Ranger
	Policeman
	Salesman
	Fireman
	Musician
	Laborers
	Vet
	Spy
	General
	Stagecoach Driver
	Reporter
	Judge
	Weatherman
	Statesman
	Office Worker
	Football Player
	Basketball Player
	Scientist
	President of U.S.
	Writer

Occupations Male

Editor

School Supt.

Truck Driver

Lawyer

Lumberman

Executive

Sheriff

Carriage Maker

Factory Union Worker

Father

	Book 4	Book 5	Book 6	Total
Pictures Male Dominate	158	56	50	164
Pictures Female Dominate	27	13	8	48
Language Male Names or Pronouns	160	130	138	428
Language Female Names or Pronouns	119	64	25	208
Minority Male	11	16	17	34
Minority Female	6	5	9	20
Helpless, Emotional Dependent, Fearful	M 5 F	M 2 F	M F	M 2 F 5
Concern with Appearance	M 2 F	M 1 F 7	M F	M 1 F 9
Tricky, Mean, Sneaky Riciculous	M F	M F	M 2 F	M 2 F
Domestic, Passive Background Roles	M 4 F 24	M 2 F 19	M 1 F 3	M 7 F 46
Children Smaller	M 4 F	M 1 F 4	M 1 F 1	M 2 F 9
Engaged in Quiet Play or Work	M 5 F 10	M 7 F 5	M 7 F 3	M 19 F 18
Engaged in Active Play or Work	M 50 F 13	M 25 F 4	M 29 F 7	M 104 F 24

Analysis of Spell Correctly, Spelling Textbooks by Silver Burdett - 1971 Edition

We have concluded the books are sexist on all levels. Males dominate in both illustrations and language. Women are generally portrayed as mothers even though many women never bear children or marry.

The little girls are atypical of real life girls and give the child, especially the female child, an extremely biased look at what is considered acceptable behavior for them.

Evaluation of

Modern School Mathematics

Structure & Use

Grades K-2

Houghton Mifflin, 1967

by Coleen Roberts

Subject Area: Mathematics-elementary

Summary of Examination of
Modern School Mathematics Structure & Use
by Houghton Mifflin, 1967
Grades K thru 2

The sexism portrayed in these three grades was done largely through animal pictures by way of putting feminine or masculine hats on their heads or other garb denoting gender. When people were portrayed, the female was rarely ever shown in any prominent role. Even in the animal portrayals, the male portrayal far outnumbered the female, the ratio being 3 to 1 for kindergarten and grade 2 and 4 to 1 for grade 1.

The use of objects, shapes and non-existent creatures eliminates some sexism.

In the teacher's editions the pronoun "he" is used and other masculine pronouns. One would think this wouldn't affect the teacher. Perhaps this practice could be changed.

The roles portrayed by the male picture were more imaginative, denoting intelligence, such as those of astronauts, artists, pirates or Indians. The female was either portrayed as an animal, a child playing, or in a traditional domestic role. One could almost conclude from the study of these books and the roles portrayed by male and female that women were almost incapable of anything that requires imagination or intelligence.

by Coleen Roberts

	# Females Shown	# Males Shown	Mixed	Male Dominated Pictures	Female Dominated Pictures
Kindergarten	57	133	18	74	5
Grade 1	42	200	8	36	9
Grade 2	55	140	6	35	6

Evaluation of

Our Expanding Vision

Grades 3, 4, 6

W.S. Benson Co., Inc.

1960 Editions

by John Bamber

Subject area: Art

EVALUATION OF OUR EXPANDING VISION: Grades 3, 4, 6
1960 Editions

SUBJECT AREA: ART

John Bamber

1. Females appear in photographs 49 times, while males appear 58 times.

2. I could not find any evidence of sexist language being used in these books.

3. Are females portrayed in a limited stereotype manner?

   (a) Uncreative and Unimaginative? - No, females as well as males, are shown being artistically creative and in the process of creating a work of art or related activity.

   (b) Helpless or dependent on men? No, in fact I felt that many of the situations showed independence in many cases on the part of both the male and the female students.

   (c) Fearful, worrisome, overly emotional? No

   (d) Vain, concerned with clothes, appearance, romance? No

   (e) Inactive, unathletic and weak? YES, several photographs depicted boys jumping, flying kites, doing action-type exercises, making "fearsome" animals found in the jungle, climbing trees, using hammers, nails, and saws to make things from wood.

   (f) Secondary to men? Yes, in many respects since little or no recognition of famous women artists is given in the textbooks.

   (g) Less bright? Once again, yes, since in my opinion, no recognition is given to the contributions of famous women artists during significant related periods of art history. The implication here is that women artists are perhaps less bright?

   (h) Ridiculous? No

   (i) Tricky, sneaky, mean, nasty? No

4. Are females relegated to passive background roles? Yes, in my opinion the part of the woman as a major contributory subject of the arts, one would be inclined to feel that her role is passive, rather than an active one. Illustrations in the textbook however, further this point of view since boys are depicted climbing trees, flying kites, and other roles traditionally associated with the masculinity of "being a BOY."

5. Are females alone depicted as nuturant and domestic? Yes, photographs in the textbooks specifically identify girls in the kitchen with aprons, using an electric mixer, making something from dough. Furthering the idea of the traditional role concept that only females use a mixer, cook, bake etc., and work in the kitchen.

6. Is the reader given the impression that interesting, acceptable or achievement-oriented females are the exception? ABSOLUTELY! Many of the illustrations in the text-books reflect styles, mannerisms and techniques by various male artists during different periods of art history. There are many lesser-known female artists of equal importance from these same periods of history, whose work could just as easily have been used to reflect the same concept. Therefore, the reader of the books would be inclined to believe that famous female artists are an exception to the rule since much more recognition has traditionally been given to male artists.

7. Are employed women in low status positions? The illustrations in the books depict only male art teachers and would lead one to follow somewhat along these lines. Since no female art teachers are shown working with the students, this in my opinion, would perhaps cause one to believe that the employed female is "merely a back-up for the man."

8. Are people shown in traditional roles and life styles? Yes, It has been the traditional thought that only boys climb trees, fly kites, build things from wood with hammers, nails, saws. On the other

hand, little girls are shown in nice little aprons doing "cute" little things in the kitchen and playing in the nice little house which was built for them by none other than the boys.

9. Are females pictured engaged in activity or merely watching males perform? In terms of doing the actual art work in the classroom, both females and males are shown actively participating with the exception of the response in question #8.

10. Are female children pictured as smaller than males and are females generally in the background? No, both sexes are shown in equal proportions.

Evaluation of

We Learn to Write Series

Grades 1-3

A.N. Palmer Company

1972

by Darlene Bartholomew

Subject Area: Handwriting

Evaluating Sexism in Writing Books

Palmer Method/Manuscript Writing Grade I We Learn and Write Series

Palmer Method/Manuscript Writing Grade II We Learn and Write Series

Palmer Method/Transition or Grade III We Learn and Write Series

Copyright 1972
A.N. Palmer Co. Schaumburg, IL

This evaluation was made on illustrations only. The higher the grade level, the less illustrations were used in the writing books.

Male pictures outnumbered the female pictures greatly. Females were portrayed in three roles, mother teacher, and/or nurse. Males were portrayed in numerous roles. It is my opinion that this series could be much improved in portraying males and females in a more equal manner. It is very definitely sexist in its illustrations.

Palmer Method/Manuscript Writing

		Grade I		Grade II		Grade III	
I.	No. of illustrations of:	Male	Female	Male	Female	Male	Female
		87	48	62	38	23	9
II.	No. of times children are shown:						
	- in active play	21	4	4	3	10	1
	- involved in sports	13	0	0	0	6	1
	- in quiet play	9	2	1	1	1	0
III.	No. of times adults are shown:						
	- in different occupations	15	2	17	2	4	1
	-playing with children	3	2	1	2	0	0
	-biographically	0	0	2	0	0	0

IV.	The kinds of jobs men are shown in:	policeman	gardner	baseball player
		fireman	inventor	umpire
		clown	president	soldier
		doctor	policeman	carpenter
		baseball coach	father	teacher
			attendant	
		jockey	mailman	
		hunter	truck driver	
		carpenter	milkman	
		truck dr.	fact. wkr.	
		bus. man	farmer	
		astronaut	army	
		baseball player	businessman	
		biologist	fireman	
		father	painter	
			groceryman	

The kinds of jobs women are shown in:	Grade I	Grade II	Grade III
	homemaker nurse teacher	teacher homemaker	teacher
How many working mothers are there?	2	1	1
How many fathers are raising and/or spending time with children?	4	1	0

Evaluation of

We Learn to Write Series

Grades 4-6

A.N. Palmer Company

1972

by Ludia M. Swann

Subject Area: Handwriting

GRADE	4	5	6	Total
NAME OF BOOK	Turtles are Reptiles	The Civil War	Botanists Study Plants	
Illus.on the book cover	One turtle dressed as a male. Hat, necktie, etc.	Two male generals	One male botanists	
Illus. showing the female	2 (with the same role)	1	0	3
Illus. showing the male	16 (roles are different)	3	1	20
Illus. showing the female in job roles	2	0	0	2
Illus. showing the male in job roles	21	0	0	21
Kinds of jobs for females	Teacher	0	0	1
Kinds of jobs for males	track star banker congressman farmer policeman	0	0	5
No. of illus. in book (dealing with people)	30	4	2	36

The Palmer Method writing books for fourth grade readers show four times as many males as females in illustrations. Males are portrayed ten times more often in a job role as females with five times as many choices as females.

At the fifth and sixth grade level the number of illustrations is minimal.

Summary Grades 1-6

We strongly recommend that this series not be used in its present form. There appears to be a restrictive and biased view of females which does not adequately represent the role of women in our society.

Evaluation of

Contemporary Social Science Curriculum

Grades K-6

Silver Burdett Company

1972

by Cindy Kalka
Chip Mars
Jacquard McNair

SUMMARY

Elementary Levels (K-6) Social Studies

Silver-Burdette Series

In all of the books in this series, we found that men were illustrated, discussed, and seem more interesting than do females. The upper grade books had some sexist language, but the lower grade books had almost none. In most of the illustrations the female has been portrayed as a background person, or in a stereotyped manner as a mother or wife or teacher, etc.

In all the books of the series people shown are usually participating in the traditional roles for each sex.

Minority groups are widely shown in the books of this series because the series centers around people of other nations, mainly Indian groups. Some of the minorities illustrated are Indians, Mexicans, Negros, American Indians. Most of the minority groups are shown in low status jobs in a primitive home type situation. Even in the minority groups men are presented more frequently than are women. Women of all backgrounds are severely underrepresented in this series both in number of illustrations and types of opportunities other than traditional female occupations. Certainly in a social studies series equality of representation and opportunity should be a high priority in selecting future materials.

Facts and figures presented here were compiled and written by:

Cindy Kalka
Chip Mars
Jacquard McNair

Illustration Checklist for Social Studies Materials

Silver-Burdette Publishers

Grade Level Books		Number of Illustrations			
		Total Group		Minority Group	
Grade	Book Name	Male Dominant	Female Dom.	Male Dominant	Female Dominant
1	Families and Their Needs	55	43	33	31
2	Communities and Their Needs	56	21	23	10
3	Regions and Their Needs	112	31	79	24
4	This Is Man	153	51	72	24
5	Man and Society	48	6	27	4
6	Man and Change	64	11	35	4

Jobs Illustrated in Silver-Burdette Social Studies Series
Elementary Level

Kinds of Jobs of Women	Grade Level						Kinds of Jobs of Men	Grade Level					
	1	2	3	4	5	6		1	2	3	4	5	6
Housewife	x	x				x	Fisherman	x	x	x	x	x	x
Mother	x	x				x	Farmer	x	x	x	x	x	x
Cashier	x	x		x			Grocer	x			x		
Seamstress	x						Builder	x					
Nurse	x	x				x	Hunter	x		x			x
Teacher	x	x		x			Tailor	x					
Cottonpicker	x						Cleaner	x					
Stewardess		x					Policeman	x	x				
Librarian		x					Congressman	x					
Technician		x	x				President	x					
Saleswoman		x	x				Construction Worker	x					x
Dietician		x											
Traffic Control		x					Dentist	x	x				
Fieldworker			x				Pharmacist	x					
Teller			x				Cowboy	x					
Factory Wkr.					x		Football Player	x					x
Congresswoman					x		Balloonman	x					
Harvester						x	Actor		x				x
Princess						x	Weaver		x				x
Nun						x	Lumberman		x	x		x	
Farmer				x		x	Teacher		x		x		x
							T.V. Repair		x				
							Fireman		x		x		
							Laborer		x				
							Baseball Player		x			x	
							Doctor		x		x		x
							Lineman		x				
							T.V. Newsman		x				
							Welder		x				
							Streetworker		x				
							Trader			x			
							Herders			x			
							Harvester			x		x	
							Oil Well Digger			x			
							Miner			x	x	x	
							Grainthresher			x	x		
							Cheesemaker			x			
							Factory Worker			x			
							Lab Worker			x			
							Ski Instructor			x			
							Trapper			x			
							Gas St. attd.			x			
							Mailman			x			
							Engineer					x	
							Carpenter					x	
							Textile Worker					x	
							Shoemaker				x	x	
							Air Poll. Con.				x		

Jobs page 2 — Kinds of Jobs of Men

	Grade Level					
	1	2	3	4	5	6
Politician					x	x
Cottonpicker					x	
Coffee Farmer					x	
Grape Picker					x	
Auctioneer					x	
Businessman				x	x	
Pilot				x		
Cab Driver				x		
Scientist				x		x
Cattleman				x		
Barber				x		
Bus Driver				x		
Principal				x		
Red Cross Inst.				x		
Steel Mill Wkr.				x		
Boxer				x		
Guards						x
Soldiers						x
Explorers						x
Archeologist						x
Craftsman						x
Dockmen						x
Railroadmen						x
Pushers						x
Dumper						x
Church Official						x
Emperor (King)						x
Dancer						x
Musician						x
Astronaut						x

Evaluation of

High School Literature Texts

for Grades 9-12

Scott Foresman

1973

by Susan Van Fleit
Sharon Reiner

Subject Area: Literature-secondary

TEXT EVALUATIONS: High School Literature

Susan Van Fleit
Sharon Reiner

In reviewing senior high literature books, we found traditional female stereotyping. Females are portrayed in passive roles rather than in active, leadership positions. Due to their exclusion in the literature, the reader is given the impression that achievement-oriented women are the exception. Employed women are depicted as teachers, librarians or nurses, while men are doctors, principals and businessmen.

We found that the language used in the text is male-centered. We saw no effort made to use non-sexist language.

Our major criticism of the texts is the extreme lack of female characters with which adolescents could positively identify. Girls read these selections and not only receive an unrealistic view of women, but they are also led to believe that women did not contribute to this country's settlement, growth, government or literature.

Outlooks Through Literature, Scott, Foresman, 1973 edition

9th grade.

ILLUSTRATIONS:

Male 37
Female 10

Minority
Male 3
Female 1

AUTHORS:

Male 71
Female 17

OCCUPATIONS:

Male	Female
hunter	writer
sailor	mother
general	aunt
widower	teacher
doctor	nurse
publisher	librarian
psychologist	foreign correspondent
student	princess
teacher	invalid
principal	cook
farmer	grandmother
businessman	wife
minister	
sheriff	
knight	
slave	
Indian chief	
zoologist	
daredevil	
mariner	
prince	
architect	
sculptor	
king	
soldier	
artist	
philosopher	
television broadcaster	

THEMES: The ratio of male-dominant stories to female-dominant stories is five to one. Boys are confronted with the realities of life, while the girls are continually in subordinate positions. The overall content of the stories is traditional with stereotyped male and female roles.

EXAMPLES:

Like many married couples Claudine and Robin derived separate benefits from their joint household arrangements. What was unusual was that Robin's pleasures were those you would commonly associate with a wife (although there was nothing sissyish about him), while Claudine's were the kind ordinarily thought of as a husband's (although again she was no tomboy but an almost fragile girl, with those large wondering rather bulbous blue eyes.) p.25

There are about four times in a man's life, or a woman's too... when unexpectedly, from out of the darkness...the cosmic searchlight of Truth shines full upon them. p.55

I love my mama and I want to put my arm around her and tell her. But I'm not 's'pose to do that. She say that's weakness and that's cry baby stuff...She won't want you to be scared neither...I'm scared of the dark too, but I make 'tend I ain't...I'm the oldest and she say I'm the man. p.61

Why do men...search out danger? Psychologists will tell you that each of them first selects a difficult profession in order to separate himself from the mass of men. Later, each raises his stake up to and beyond the danger line in order to separate himself further from other men within the same profession. p.207

Here she had imagined herself grown-up and having five children, and learned their separate faces and spoken to them and punished them. p.454

Exploring Life Through Literature, Scott, Foresman, 1973 edition
10th grade.

ILLUSTRATIONS:

		Minority
Male	54	Male 3
Female	1	Female 0

AUTHORS:

Male	88
Female	15

OCCUPATIONS:

Male	Female
businessman	wife
jury guard	teacher
doctor	waitress
mayor	mother
chief of police	nurse
editor	servant
captain	singer
printer	queen/maidens
hunter	
lawyer	
gardner	
public relations	
soldier	
bus driver	
farmer	
policeman	
priest	
general	
professor	
dictator	
scientist	
trucker	
judge	
mountain climber	
veterinarian	
archaeologist	
carpenter	
knight/king	
magician	
shepherd	
angel	
oculist	

THEMES: The ratio of male-dominant stories to female dominant stories is ten to one. Males are shown in active and goal-directed situations, while the females are passive and secondary. The themes are consistently traditional in the portrayal of male and female roles in society.

EXAMPLES:

A man's work was a man's work; a woman's work was hers and the line was hard and clear. p.115

His face contracted, became horribly distorted; then he snatched in haste a handkerchief from his pocket and to the amazement of everyone, broke into harrowing, heartrending uncontrollable sobs. p.157

"The Language of Men" p.164

The shark rose gradually. He was half-grown, about four feet: strength of a man's thigh. p.211

I remember some weeks ago meeting a middle-aged spider she was weeping. p.236

...a spend catfish...He was two feet long, his whiskers hung down, his fins and tail were limp. p.410

Now what interest me about all these remarks is that the man who makes them is not merely saying that the other man's behavior doesn't please him...p. 413

TEXT: Accent Scott, Foresman & Co. A developmental reader for grade 11

ILLUSTRATIONS: Male dominant: 45 (of these, 7 were of minority-race males)
Female dominant: 5 (of these, 1 was a minority-race female)

The illustrations in this text, which overwhelmingly depict males, simply mirror the fact that most of the stories are male-centered.

AUTHORS: Male: 54 (of those pictured, 2 were minority-race males)
Female: 9 (of those pictured, 3 were minority-race females)

While there is an extremely disproportionately small number of female authors, most of them are contemporary writers.

OCCUPATIONS:	Male	Female
	outlaw	cleaning woman
	ironworker	housewife
	musician	piano teacher
	reporter	witch
	service station attendant	librarian
		telegrapher
	soldier	housekeeper
	inventor	president of the U.S.
	newspaper vendor	
	robber	
	migrant worker	
	writer	
	settler	
	doctor	
	businessman	
	banker	
	boxer	
	sailor	
	marathon runner	

The roles given females in this text are obviously traditional. The only interesting one, president of the U.S. (in the play, "Alas Babylon"), occurs only because the country has suffered a nuclear holocaust and the secretary of H.E.W., a woman, is next in line for the presidency after all others have been killed. The message seems to be that only a catastrophe would bring a woman to such a position of power!

THEMES: Since most of the authors and main characters of these stories are male, most of the story themes are male oriented. For example, in the section entitled, "Some Call Them Heroes," out of seven selections, six were about men. The one selection about a woman was a short poem about a cleaning woman!

MAIN CHARACTERS: Females appear as main characters only 4 times. In many stories, females are completely absent, and in stories in which they do appear, they are never given equal status with men. There is only one story which focuses equally on an adult man and woman, and the woman is blind! In one story, "Lost Sister," a woman who has lived with Indians all her life is taken back to her white family. Her son, who is half Indian, is being sought by soldiers. When she escapes her captors, the soldiers pursue her, thinking she will go to her son; however, she leads them in the opposite direction. The last paragraph of the story:

> What happened to her in the canyon doesn't concern me, or anyone. My Aunt Bessie accomplished what she set out to do. If was not her life that mattered, but his. She bought him another year.

This story theme would not be so objectionable were it not one of so few which portrayed women as main characters.

SOME EXAMPLES OF SEXISM:

"They was a crowd of them around most times, helpin' him, boys workin' and gals watchin'." ("The Legend of Joe Lee")

"If the man in the cigar store...the girl at the sandwich counter..." ("The Man Just Ahead of You")

"There was a girl beside me, hands folded on her purse. She was pleasant looking, rather pretty; I thought she might been a stenographer." ("Of Missing Persons")

"Just as it was the common practice to lead most young men who arrived from Europe...girl immigrants were always led..." ("The Head of the Family")

"Poker's for men." ("Twin Aces")

"...little irritations of weariness, and indigestion, and lips splitting with dryness, of crying babies and women's gossip..." ("The Trap")

(The family in this story consists of man, woman, son and daughter.) "At the moment she and nine-year old Susan were in the kitchen finishing the dinner dishes." ("The Beach Umbrella")

TEXT: The United States in Literature, All My Sons Edition, Scott, Foresman & Co. Literature, Grade 11

ILLUSTRATIONS: Male dominant: 12 (of these, 2 were minority-race males)
Female dominant: 2 (neither were minority-race females)

AUTHORS: Male: 104
Female: 19

OCCUPATIONS:

Male	Female
shoemaker	schoolteacher
sculptor	stenographer
barber	file clerk
writer	accountant
professor	
real estate broker	
statesman	
politician	
"founding father"	

BIOGRAPHY: Male: 4 Female: 1

FEMALES AS MAIN CHARACTERS: 4

EXAMPLES OF SEXISM:

"Together the young man and the girl..." ("The Last Flower")

"What, then, is the American, this new man?" ("What is an American")

"...but though a female scold is generally considered a match for the devil..." ("The Devil and Tom Walker")

"Next, nobody would cook; it was considered a degradation we had no dinner." ("The Private History of a Campaign that Failed")

Walt Whitman's poem, "I Hear America Singing"

COMMENTS:

This text intends to present a general view of American literature; however, as one can see from the above figures, most of the selections are authored by men and many are about men. A major problem which must be faced is that many masterpieces in American literature are sexist, either in language or theme. These works need not be left out of a student's introduction to literature, but there should be a larger proportion of non-sexist works.

The major drawback of this text is not that women are presented derogatorily, but that they are hardly represented at all. Girls are given practically no women adult models. Only one of five biographies is of a woman.

In order for this text to present a realistic view of America and its literature, it should be revised to include more works by and about women. (Note: this book is subtitled "All My Sons Edition" because of the inclusion of the play, "All My Sons," by Arthur Miller. The subtitle reflects the bias within the text.)

Evaluation of

General Mathematics -

A Problem Solving Approach

Books 1&2

Holt, Rinehart, Winston

1968

by Ruth Warren

Subject Area: Mathematics-secondary

In Book I

Roles for males are much more varied and numerous than female roles. Even in situations which both sexes have in common, males predominate except as teachers and shoppers, and in situations involving clothes and cutting cloth. Some quite unrealistic situations prevail; according to this book, women rarely drive, and girls hardly ever participate in any type of physical activity. Also in reality, girls and women earn and handle more money than this textbook portrays.

Again in Book II, women are not driving and seldom handle money. Men and boys appear often in skilled trades or related activities - building, mechanic, carpenter, machinist, contractor - while girls are still reading, sewing, doing housework, babysitting, throwing parties, and doing secretarial work.

An illustration in Book II (p. 138) shows several want ads. A "data processing requires bright girl" (underlining mine) but a job for an accounting clerk offers an "opportunity for an ambitious man." A position as a statistical clerk is offered to a "gal with 1-2 yrs statistical experience and good typing." Why not parallel references? If jobs are not offered to "boys" and "fellas" why to "girls" and "gals"? One ad offers women: "Many charming accounts will buoy up your ego."

On pages 280 and 282, males and females were both computing surface area. However, Roy and Mike were making ballot boxes for student body elections while Sally and Joan were decorating for a party by covering coffee cans with paper.

Summary

In the story problems in Book I involving males or females, 89% involved males only and 20% involved only females.

Of the times males were counted, 58% were involved in activities related to productive work, i.e. money-making activities or occupations. Of the times females were counted, 57% were involved in like activities. This difference is not significant but when the total count is considered, males come out considerably ahead. Of the times both males and females were counted, males were involved in work or money related activities 47% of the time, females 12% of the time. Thus male money or work related story problems occurred almost 4 times as often as female.

In Book II, the picture worsens. 85% of the story problems with males or females were males-only problems; 15% were problems with only females.

In "male" problems 64% were involved in money or work related activities; in "female" problems 46% were involved in like activities. However, 55% of the total problems were male money or work related and only 7% were female money or work related; thus "male" problems involving these activities occurred almost 8 times as often as females.

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